

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Abigail Dally	Student number:	1301773
Programme:	BA Primary Education with QTS		
Module: *	Enterprising and Creative Teaching and Learning	Module Level (4, 5, 6):	6
Module code: *	ECAD6004/C	Contribution to Overall Module Assessment (%): *	50%
Module Lead:*	Mr T. Cox		
Start date:*	3/10/17	Assignment No (x of x):*	1 of 1
Submission deadline:*	15/12/17	Return date of provisional marks & written feedback:*	26/1/18
Assignment Title:*	Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).						
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum 40%. Over one week late will be recorded as a non-submission. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel.	Date:	15/12/17				
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			<table><tr><td>YES</td><td></td></tr><tr><td>NO</td><td>X</td></tr></table>	YES		NO	X
YES							
NO	X						

Learning Outcomes tested* (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:*
Upon the successful completion of this module, the student should be able to: • Recognise, identify and select learning environments that support the development of creative learning and teaching. • Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments. • Critically reflect upon the educational potential of developing enterprise and creativity in the primary school. • Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.	In this assignment, markers will be looking for: • The writing to include critical analysis and evaluation of wide, deep and appropriate background reading. Relevant synthesis of research and government documentation should be utilised to demonstrate knowledge and understanding of Creativity and Enterprise skills. • A clear understanding of the importance of Creativity and Enterprise skills in education and the wider world. • Appropriate knowledge and use of the Entrecomp Framework. • Critical evaluation of personal creativity and Enterprise dispositions, linked to the Entrecomp Framework. Including examples and evidence of current level. • Clear recommendations for future personal development with regards to identified areas. • Critical reflection of reading and experience. • Accurate referencing and academic writing skills • Allocated word count.

TASK DESCRIPTION

Assessment Title

Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.

Word Count - 2500 words

The essay should demonstrate critical self-evaluation. Also, analysis and evaluation of wide and appropriate background reading. Relevant reference to research, current pedagogy where appropriate, government documentation and school-based experience should be synthesised in the response.

So what might you include in your essay response?

- An outline of 'why we should be developing creativity and enterprise skills within education' (Highlighting benefits/ NC links/ initiatives/ current thinking/ Donaldson etc.)
- The importance of creativity and enterprise skills for the teacher.
- Knowledge of the Entrecomp Framework, the benefits/ uses/ limitations.
- Appropriate background research and knowledge for the competences identified. Supporting principles/ theories that underpin the discussion/ reflection and strategies proposed.
- Range of evidence to support the identification of competences discussed. Who agrees with the competency identified? What are the specific benefits/ challenges/ research base/ models or methods of progression? (Educational writers, case studies, wide research)
- Reference to key 'Creativity' and Enterprise skills researchers.
- Reference to, and understanding of, the fifteen competences of the Entrecomp Framework, with a clear focussed discussion on a limited number most appropriate to the development of teacher creativity and enterprise skills.
- A good understanding of not only the principles and theory but also the practical issues when implementing strategies to promote personal progression.
- A clear understanding and ability to identify where current level and awareness of proposed progression and continuity of personal development.
- Examples of proposed recommendations.
- Evidence of wide and deep background reading to support the reflection. Case studies, research, journals etc.
- A high level of professionalism in dialogue.
- Clear evidence of very good understanding of creativity and enterprise skills, no glaring errors.
- Critical analysis and evaluation of current performance and clearly identified reasons for recommendations, supported with a variety of data.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the common assessment criteria overleaf.

1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic and/or governmental; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

2. Intellectual Skills (Analysis)

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

3. Pedagogic and Professional Applications (Practical Application and Deployment)

You should be able to demonstrate how the subject-related concepts and ideas relate to pedagogic situations or a particular education context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of pedagogic examples and cases, the application of a model within relevant educational context. You should show awareness of the limitations of concepts and theories when applied in particular educational contexts. Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. Where relevant, you should show awareness of any ethical issues that relate to your discussion.

4. Key Transferable Skills (Skills for Professional Practice)

You must communicate effectively in a suitable format, which includes written and oral presentation. Work should be coherent and well structured in presentation and organisation.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	30	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	30	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	10	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

ASSESSMENT AND MARKING CRITERIA FOR ECAD5001/C ASSIGNMENT

Level 5						
Assessment Criteria Descriptors for BA Primary Education with QTS This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.						
	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	Satisfactory 3rd	Good 2:2	Very good 2:1	Excellent 1 st	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Outline knowledge of few key issues with evidence of understanding and application	Defined knowledge of some key issues and wider implications	Wider knowledge of most key issues, concepts and arguments	Clear understanding of the key issues under discussion with logical discussion	Excellent knowledge of key issues, concepts and arguments clearly discussed
	(Reading)	Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Evidence of well-considered thinking from a wide reading base using a variety of sources
	0-11	12-14	15-17	18-20	21-23	24-30
Intellectual skills (argument)	Argument is weak, little attempt to present differing viewpoints. Generally too descriptive	The argument is beginning to be balanced with a growing awareness of other viewpoints	A balanced argument is presented while attempting to justify other viewpoints	A balanced argument is presented showing an understanding of different viewpoints and the reasoning behind them	A thoughtful argument is presented with appropriate consideration of viewpoints	A well-structured critical argument is presented with insightful consideration of viewpoints
	(presentation of findings/analysis)	Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings are beginning to be presented in a developing framework with some analysis and reasonable conclusions	Findings are presented in a framework with some analysis, interpretation and evaluation of data to form reasonable conclusions	Findings presented with some analysis and justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented
	(critical /reflective evaluation)	Lack of evidence of evaluation and/or critical reflection	Evaluation and/or reflection are present but lacks depth	Good engagement with evaluation and reflection	Very good evidence of beginning to evaluate and critically reflect	Evidence of thoughtful critical engagement with evaluation and reflection
	0-11	12-14	15-17	18-20	21-23	24-30
Pedagogic and Professional applications (linking theory to practice)	Superficial or lack of understanding of pedagogic and professional context(s)	Relates principles and concepts to underlying theoretical frameworks and approaches with respect to the pedagogic and professional context(s)	Identifies principles/ concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses with respect to the pedagogic and professional context(s)	Evidence of the use of relevant research or developments to inform actions with respect to the pedagogic and professional context(s)	Clear evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Effective integration of theory and practice with respect to the pedagogic and professional context(s)
	(professional reflection)	Little or no evidence of reflection	Reflection is evident	Evidence of good reflection	Beginning to critically reflect	Critical reflection is evident
	(ethical conduct where appropriate)	Little or no awareness of ethical issues	Awareness of ethical issues	Awareness of ethical issues and able to discuss these in relation to personal beliefs and values	Ethical issues have been discussed showing an awareness of personal responsibility and professional codes of conduct	Ethical issues have been clearly discussed in the context of personal responsibility and professional codes of conduct
	0-3	4	5	6	7	8-10
Key/Transferable Skills (Referencing techniques)	Weak presentation of written work	Satisfactory presentation of written work	Good presentation of written work	Very good presentation of written work	Effective presentation of written work	Outstanding presentation of written work
	A number of basic errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Few errors in spelling, punctuation or grammar	Very few errors in written language	Minor errors in written language	No errors in written language
	Weak structure with unclear writing style in parts	Satisfactory structure with a mostly coherent writing style	Good structure with a coherent writing style	Very good structure which supports the reader	Effective structure which supports the reader	Highly coherent and mature writing style which fully engages the reader
	Little or no use of protocols and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system mainly used accurately, with some secondary sources	Harvard system used accurately including secondary sources	Harvard system used accurately, consistently and effectively with all sources

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	X	☐	☐	☐
2. Intellectual Skills (Analysis)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	X	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	X	☐	☐	☐
4. Key Transferable Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	X	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I have collected sufficient evidence to level myself against the framework. I linked my targets directly to the framework level indicators.	I need to be more critical of the literature and provide deeper research for arguments.

Student's Name	Abigail Dally	Date	15/12/17
Student's Signature	A.C.Dally		

Critically evaluate your creativity and enterprise dispositions in terms of the EntreComp frame work and how you might develop these to the next level and demonstrate progression.

Creativity means different things to different people. To demonstrate the personalisation of creativity, Thorne (2007) defines what creativity means to her:

‘mess, freedom, jumbled thoughts, words and deeds each fighting to claim their own space in my mind, and deciding given small amounts of free time, whether I shall write, paint, draw... Or in a more formal sense it is the original design concepts or the blueprint.’

(Thorne, 2007:17)

In education, creativity adopts two forms: teaching creatively and teaching for creativity. The first requires a practitioner who is creative in their teaching approach, innovative, flexible and not afraid to take risks. On the other hand, teaching for creativity encourages learners to be creative in their own way. Although distinctive, there are significant links between the practices. It has been argued that a creative teacher can unleash the creative potential of their learners in an environment where they feel safe and happy to do so (Throne, 2007). Creative teaching is at the forefront of recent curriculum reforms in Wales with emphasis on moving away from an over-prescribed curriculum through increased creative planning (Donaldson, 2015). This is encouraging as political educational reform is often an influence that impedes creative teaching. Other factors are identified as standardisation, inspections and high levels of accountability (Thorne, 2007: Barnes, 2015).

The literature exposes the resounding benefits of creativity in education. Desailly (2012) suggests that creative teaching is effective teaching. It challenges, engages and motivates learners, as well as raising standards in some cases (Ofsted, 2010, in Desailly, 2012). Creative teaching also encourages different types of thinking. De Bono (1993) suggests that creative thinking develops structures and methods that can be used to improve performance of even the most basic task (De Bono, 2015). On the other hand, creativity in the classroom has limitations. Thorne (2005) suggests that creative people can be perceived as different and stresses that classrooms must be places where ideas are valued, not ridiculed. Also, creative teaching and learning does not lend itself to standardisation and assessment (Robinson, 2015). Multiple-choice assessment, common in education, are not in line with creative teaching styles (Biggs, 2005: Robinson, 2015) and prove that there is little room for creativity in assessment. What's more, the notion of assessing creativity presents difficulties as criterion of creativity are disputable and not readily available (Sternberg, 1999). A creative approach to teaching, although beneficial to learners, can seem a daunting prospect for some teachers. In order to develop and progress, such practitioners may benefit from reflection and action planning. Ken Robinson (2015:xvi) suggests that in education there are three elements to change, ‘a *critique* of the way things are, a *vision* of how they should be, and a *theory of change* for how to move from one to the other’. Similarly, for the purpose of this paper I will use the

EntreComp (Bacigalupo et al., 2016) framework to identify areas of development, set targets and suggest ways to improve my creativity in the classroom.

The EntreComp framework has been introduced to promote ‘entrepreneurship competence across the world of education and work’ (Bacigalupo et al., 2016: 7). The framework emphasises the importance of learners developing autonomy and responsibility. Typically, the teacher will model a sound understanding of entrepreneurial principles with the intention of sparking the students interest in entrepreneurship (European Union, 2014). However, in order for entrepreneurship education to be successful, children require the opportunity to gain enterprise skills. Government interventions have been supporting enterprise culture through education for many years (Davies, 2002 in Lowe and Marriott, 2006). Such initiatives aim to equip learners with the capability to generate and value ideas and the skills to put these ideas into fruition. Enterprise skills aid entrepreneurship education as learners will feel positive in ambiguity, take risks confidently and be resilient and persistent (OECD, 2015). The framework has three constitutional parts: ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’ (Bacigalupo et al., 2016:12,13). Each area consists of 5 competences that promote entrepreneurial skills. Connections can be made between all 15 competences and each has equal weight as part of a whole model. The framework does not priorities or suggest proficiency in any once competence. I have chosen to discuss one competence from each area of the conceptual model.

Creativity

The first competence to be discussed is ‘Creativity’ (Bacigalupo et al., 2016:12). Professional reflection has demonstrated that at present I am providing creative continuous provisions and resources to encourage learning across the curriculum (see appendix A and B). I am incorporating creative approaches into my practice to motivate and stimulate the children. I have also introduced a strategy to improve behaviour management in the classroom (see appendix C). What’s more, I delivered an experiential learning session to a year 4/5 class which was very successful and enjoyable (see appendix D). However, I am aware that I need to encourage pupils to be more creative in their approach to learning (see appendix E) and facilitate more independence in creative arts lessons (see appendix F and G). I also feel that I would benefit from creating original resources for lessons rather than relying on ready-made resources and schemes of work (see appendix H), however this is primarily a result of time restraints.

In order to teach creatively, practitioner’s benefit from generating original ideas. Ideas are often generated as a response to needs, shortfalls, problems or opportunities (QAA, 2012). The best ideas are purposeful and create value. Ellyatt (cited in Tims, 2010) suggests that the purpose of an idea is to achieve an objective whilst the value of said idea can be measured by its relativity to the proposed outcome. Generating creative ideas involves divergent thinking. Divergent thinking creates the ability

to see a situation from a number of perspectives. The fluency and flexibility of this style of thinking lends itself to the generation of a great quantity of novel and original ideas (Csikszentmihalyi, 2013). When developing ideas, open-mindedness and impartiality are key. Emphasis should be placed on flexibility and critical reflection (Ofsted, 2010). For young children, environment can also have a significant impact on the generation of purposeful ideas. An environment should support creativity by encouraging curiosity (Duffy cited in Tims, 2010). This concept also applies to adults in the world of work. Some employers aim to create this type of environment to encourage idea development from their staff and the capacity to add value imaginatively is a skill appreciated by employers (Lammy, 2010). In an education setting, creative teachers use their ideas to add value to children's learning. However, as important as the capacity to generate ideas is, it is also essential to be able to identify real opportunities from a selection of prospective ideas (QAA, 2012). It can be argued that ideas are irrelevant if they do not translate into action. For instance, in the business sector ideas are seen as insignificant unless executed successfully (Aileron, 2012). In support of this notion, Lee (2012) suggests that ideas are only valuable through fruition and execution is key. That said, it should not be presumed that all unfulfilled ideas are meaningless, as 'sometimes they are in fact *actually* good ideas – just ones that nobody else understands yet' (Geraci, 2016).

In reference to the levels of proficiency stated in the framework I feel I am currently working at level 3 'Creativity' (Bacigalupo et al., 2016). To develop to the next level, I will give pupils more responsibility and allow them to be more involved in their learning. This andragogic approach will develop increased motivation and engagement through self-regulation. Taking a risk with this approach will aid my progression towards the 'Creating, Imagining, Innovating' habit of mind (Costa, 2008:31). I will implement and monitor this action during future school based placements through reflections. Furthermore, I will monitor the impact of the approach on the learners' attainment using tracking. Thorne (2007) suggests that facilitating independent opportunities for learners will allow them to orientate themselves towards success.

Self-awareness and self-efficacy

The second competence to be discussed is 'Self-awareness and self-efficacy' (Bacigalupo et al., 2016:12). I have been honest and thorough in reflections of my performance in the classroom (see appendix C). I have demonstrated that I often reflect on a situation as it develops, adapting plans if necessary and identifying targets promptly (see appendix I). However, due to low self-esteem, I am often over critical of myself (see appendix C). This self-critical nature leads to unrealistic expectations (see appendix J) and when identifying targets, I chose areas that other people feel I am already competent in (see appendix K). Likewise, with high expectations I often highlight too many action points to move forward (see appendix L).

Research suggests that self-awareness and self-efficacy are pivotal to creativity and enterprise. When self-directed learning is adopted early a person gains individuality, autonomy and self-belief (NACCCE, 1999). Self-monitoring, self-assessment and self-management develop creative traits for life (Craft, 2001, 2002). Similarly, undertaking creative tasks improves self-esteem, motivation and achievement (Banaji et al., 2010:23). This self-confidence allows an individual to 'dare to be different', an element of persistence, one of five dispositions identified in 'The Five Creative Dispositions Model' (Lucas et al., 2013: 17). Self-assured people are confident to take sensible risks and thrive in adverse situations. Reflection is an effective method to develop self-efficacy. The framework suggests that creative people 'reflect on needs, aspirations and wants in the short, medium and long term' (Bacigalupo et al., 2016:12). Theorists have found that reflection is an important role in creative professionals' work (Csikszentmihalyi, 2013). The purpose of reflection is to advance and move forward through creative thought and action (Tims, 2010). Reflection is an ongoing process and research suggests that successful scientist often reflect on skills gained from creative play in childhood (Heath in Tims, 2010). In order to keep developing, strengths and weaknesses can be identified and assessed through reflection. The SWOT (strengths, weaknesses, opportunities and threats) technique is frequently used in business to address current and internal issues and move forward through creative thinking. What's more, studies have found that people who are aware of their strengths and weaknesses performed better in knowledge based tasks (Thorne, 2007). On the other hand, self-analysis is not always a helpful task. Some people are over critical of themselves and this can have a detrimental effect on mental health. Research has found that individuals who partake in negative self-judgement are more likely to suffer from depression and develop relationship difficulties (Beck, 2009). To address this issue, self-evaluation must be constructive, focusing on internal factors rather than external factors beyond a person's control (Breines, 2013).

At present, I am working at level 2 'Self-awareness and self-efficacy' identified in the framework (Bacigalupo et al., 2016). In order to progress towards level 3, I will benefit from understanding that I am in control of my achievements. This target is in line with the habit of mind 'Thinking about Thinking' as I will be required to reflect on my thoughts and feelings about my achievements. Bandura (1979) suggests that performing well in tasks can change one's personality. He argues that with repeated success, the negative impact of past failings will diminish. However, this is an ongoing process, as when one goal is realised, another is set. In order to gain a greater understanding of self-worth and suppress perceived inadequacies I will become constructive in my self-observation. I will benefit from being specific in internal reflections and not dwell on past experiences (Bandura, 1994). This personal learning will develop through a heutagogical style as I have identified a problem and propose to address it using a self-directed approach.

Working with others

The final competence to be discussed is ‘Working with others’ (Bacigalupo et al., 2016:13). I am comfortable working in a team and work well with both teachers and teaching assistants whilst on Professional Teaching Experience (see appendix M). My mentor noted that I am a team player, displaying the ability to be adaptable and flexible (see appendix N). In addition, I formed good working relationships with support staff, managing them appropriately and constructively and providing them with clear instructions (see appendix O). Subsequently, the classroom became a positive working and learning environment (see appendix M).

The literature supports the importance of networking highlighted in the framework. Working collaboratively with others can accomplish many feats, ‘alone we can do so little; together we can do so much’ (Keller, n.d. cited in Robinson, 2015:138). Feedback and discussion are some of the many benefits of group work (Holton, n.d. in Csikszentmihalyi, 2013). What’s more, collaboration can form relationships, build moral, encourage creativity and create a fun and relaxed environment (Gorse and Sanderson, 2007). Guidance suggests that networking in an enterprise setting allows ideas shared between colleagues to be valued, supported and built upon (QAA, 2012). Schools focusing on increasing creative pedagogies benefit from recognising the strengths of individuals and delegating roles within a staff team appropriately (Thorne, 2007). The guidance is also explicit in its suggestion that the senior leadership team is engaged in promoting creative teaching across the school. Effective networks will meet and exchange information regularly (European Union, 2014). Members of the team should be chosen for their capacity to be creative and their motivation to put energy into creative processes (De Bono, 2015). Research suggests that entrepreneurial teachers have good networking skills and enjoy working in a team (European Union, 2014). Group work is also important as it promoted opportunities to develop people management skills. Conflict resolution and personable interaction helps to accommodate differences and confront difficult situations (Gorse and Sanderson, 2007). Psychological research has found that creative people have both introvert and extrovert personality traits. Although collaboration is advantageous to the creative process, the importance of individual work should not be underestimated (Csikszentmihalyi, 2013; Thorne, 2007). What’s more, some contributors will be naturally dominant in discussion. (Emmitt and Gorse, 2003, 2006). Unfortunately, problems such as censorship of ideas can arise from unplanned and unstructured group work. Therefore, research suggests that for collaboration to be successful, ideas are best generated in isolation and subsequently brought together (Gorse and Sanderson, 2007).

I am currently working at level 3 ‘Working with others’ (Bacigalupo et al., 2016) To progress I will benefit from developing skills to face and solve conflict. Research has found that conflict can arise due to a person’s low self-esteem and feeling under attack (NACCCE, 1999). Furthermore, Sternberg

(1999) suggests that creative problem solving is often associated with conflict and tension. Therefore, advanced conflict management skills will be advantageous when working in a team. To accomplish these skills, I will consider how I approach problems and engage in collaboration activities with clear guidelines. In relation to the Habit of Mind ‘Remaining Open to Continuous Learning’ (Costa, 2013:37), intelligent people seize conflict as an opportunity to learn (Bateson, 2004).

In conclusion, creative thinking must be encouraged in schools to avoid a ‘creativity crisis’ (Kim, 2011: 285). The EntreComp framework provides useful criterion for creative teaching. However, some of the competences do not relate directly to teaching. That said, developing sound knowledge of the framework enables teachers to equip learners with a greater understanding of entrepreneurship education. Unfortunately, the framework is yet to be implemented in real settings, raising concerns about its validity (Bacigalupo et al., 2016). The Unusual Uses Test (Guiford, 1967) or the Torrance Tests of Creative Thinking (Torrance, 1974) may prove more efficient to measure teachers’ creativity as they consider divergent thinking and problem-solving. Although there remain many obstacles to creative pedagogical approaches, it is encouraging that Estyn (2017) have amended their inspection arrangements to move focus away from data and towards learning in the classroom. Therefore, the important role innovating teachers play in schools must not be undervalued as Costa (2013:360) states such professionals create an environment where, ‘the whole school is on the same page, but every page is wonderfully different.’

References

- Aileron (2012) How Ideas Really Become Business. Forbes. Available at: <https://www.forbes.com/sites/aileron/2012/06/13/how-ideas-really-become-businesses/#12fe77a47b55> [Accessed on: 8th December 2017].
- Bacigalupo, M., Kampylis, P., Punie, Y., Van d en Brande, G. (2016) *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union.
- Banaji, S. A. Burn and D. Buckingham (2010), *The Rhetorics of Creativity: A literature review*. 2nd edition, Creativity, Culture and Education, Newcastle.
- Bandura, A. (1977) Self-efficacy: Toward a unifying theory of behavioural change. *Psychology Review*. Vol. 84, No. 2, pp.191 – 215.
- Bandura, A. (1994) An agentic perspective on positive psychology. In S. J. Lopez (Ed.). *Positive psychology: Expecting the best in people* Vol. 1. New York: Praeger.
- Bandura, A. (1994) Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behaviour*. Vol. 4, pp. 71 – 81.
- Beck, M. (2009) *Silencing the voice that says you're a fraud*. Wall Street Journal. Available at: <https://www.wsj.com/articles/SB124511712673817527> [Accessed on: 8th December 2017].
- Biggs, J. B. (2005) *Aligning teaching for constructing learning*. Higher Education Academy Discussion Paper.
- Available at: https://www.researchgate.net/profile/John_Biggs3/publication/255583992_Aligning_Teaching_for_Constructing_Learning/links/5406ffe70cf2bba34c1e8153.pdf [Access on: 2nd December 2017].
- Breines, J. (2013) The Art of Constructive Self-Criticism. Psychology Today. Available at: <https://www.psychologytoday.com/blog/in-love-and-war/201310/the-art-constructive-self-criticism> [Accessed on: 8th December 2017].
- Costa, A., & Kallick, B. (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. Virginia: Association for Supervision and Curriculum Development.

Craft, A. (2001) 'Little c creativity', in: Craft, A. Jeffrey, B. and Leibling, M. (eds.) *Creativity in education*, pp. 45-61. London: Continuum.

Craft, A. (2002), *Creativity and early years education*. London: Continuum.

Csikszentmihalyi, M. (2013) *Creativity: the psychology of discovery and invention*. London: Harper Perennial Modern Classics.

Davies, H. (2002) *A Review of Enterprise and The Economy in Education*. Norwich: Crown Publishing.

De Bono, E. (1993) *Teach Your Child How to Think*. London: Penguin Books.

De Bono, E. (2015) *Serious Creativity: How to be creative under pressure and turn ideas into action*. London: Vermilion.

Desailly, J. (2012) *Creativity in the Primary Classroom*. London: Sage.

Emmitt, S. and Gorse, C. A. (2003) *Construction Communication*. Oxford: Blackwell Publishing.

Emmitt, S. and Gorse, C. A. (2006) *Communication in Construction Teams*. London: Spon Research.

Estyn (2017) Changes to inspection arrangements from September 2017. Available at: <https://www.estyn.gov.wales/changes-inspection-arrangements-september-2017> [Accessed on: 13th December 2017].

European Union (2014) *Entrepreneurship Education: A Guide for Educators*. Brussels: European Commission.

Geraci, J. (2016) Embracing Bad Ideas to Get to Good Ideas. Available at: <https://hbr.org/2016/12/embracing-bad-ideas-to-get-to-good-ideas> [Accessed on: 8th December 2017].

Gorse, C. A. and Sanderson, A. M. (2007) *Exploring Group Dynamics*. Leeds Metropolitan University. Available at: http://www.leedsbeckett.ac.uk/teaching/vsite/resources/gorse_sanderson.pdf [Accessed on: 2nd December 2017].

Jeffrey, B. and Craft, A. (2004). Teaching creatively and teaching for creativity: distinctions and relationships. *Educational Studies*, Vol. 30, No.1, pp. 77–87.

Kim, K. H. (2011), 'The Creativity Crisis: The Decrease in Creative Thinking Score on the Torrance Tests of Creative Thinking' *Creativity Research Journal*, Vol. 23, No.4, pp. 285-295.

Lee, C. T. (2012) *Good idea. Now what?* New Jersey: John Wiley and Sons.

Lowe, R. and Marriot, S. (2006) *Enterprise: Entrepreneurship and Innovation*. Oxford: Elsevier Butterworth-Heinemann.

Lucas, B., G. Claxton and E. Spencer (2013), 'Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments', OECD Education Working Paper, No. 86, OECD Publishing.

N.A.C.C.C.E. (1999) *All our futures: creativity, culture and education* London: DfEE.

OECD (2015) Entrepreneurial Education in Practice: Part 1 The Entrepreneurial Mindset. European Commission. Available at: <http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt1.pdf> [Accessed on: 8th December 2017].

Office for Standards in Education (Ofsted) (2011) *Learning: creative approaches that raise standards*. London: The Stationary Office. Available at: <http://webarchive.nationalarchives.gov.uk/20141116062720/http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/l/Learning%20creative%20approaches%20that%20raise%20standards.pdf> [Accessed on: 2nd December 2017].

QAA (2012) *Enterprise and entrepreneurship education: Guidance for UK higher education providers*. The Quality Assurance Agency for Higher Education 2012 Available at: http://moodle.uwtsd.ac.uk/pluginfile.php/111405/mod_resource/content/1/enterprise-entrepreneurship-guidance.pdf [Accessed on: 8th December 2017].

Robinson, K. (2015) *Creative schools: Revolutionizing Education from the Ground Up*. London: Allen House.

Sternberg, R. J. (1999) *Handbook of Creativity*. Cambridge: Cambridge University Press.

Thorne, K. (2007) *Essential creativity in the classroom: Inspiring kids*. London: Routledge.

Tims, C. (2010) *Born creative*. London: Demos. Available at:

<http://www.creativitycultureeducation.org/wp-content/uploads/Born-Creative.pdf> [Accessed on: 2nd December 2017].

Appendices

Formative Assessments	Appendix A	Page 2 of 6
• Comments and Evidence • Targets for improvement and suggested ways forward	Abigail has made steady and continuous progress throughout her practice in the foundation phase and is currently proving herself to be an independent and well organised student. She will constantly question her ability and activities and will reflect in a meaningful way on her practice. Abigail will always accept advice from myself to improve even the smallest aspect within her planned activities. Her reflections are both honest and sensitive showing her understanding of how young children learn. She has high expectations of the pupils in her care and communicates with them in a firm but positive manner without raising her voice. Through providing differentiated tasks Abigail has shown her knowledge of the pupils learning ability and understands the individual needs of the class. Abigail has worked extremely hard throughout this practice to provide suitable resources to enthuse her pupils taking her professional development seriously.	
S2: Knowledge and Understanding	Excellent	
• Comments and Evidence • Targets for improvement and suggested ways forward	Abigail has produced and provided a wide range of suitable resources demonstrating her knowledge and understanding of how children learn and her depth of subject knowledge. Her commitment to ensuring that the learning activities provided are both meaningful and motivating has been excellent. Abigail has created an enhanced learning area for the children to use in support of the class theme- Percy's Hut. She has also created small world activities to provide opportunities to enrich language and communication within continuous provision. As a result Abigail has demonstrated that she understands the importance of providing young children with a range and breadth of learning opportunities to both motivate and encourage independent learning. Abigail has used a range of ICT activities effectively to enhance her lessons. Each power point presentation has been produced by Abigail to a high standard and been enjoyed by all pupils. I am sure she must have spent many hours planning and researching to ensure her lessons were a success.	
S3.1: Teaching: Planning, Expectations and Targets	Excellent	
• Comments and Evidence • Targets for improvement and suggested ways forward		

<https://www.swwcte.ac.uk/en/account/formative-assessment?student=1301773&place...> 11/12/2017

Appendix B

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 21/03/17

Digwyddiad critigol (Ffocws)/Critical incident (focus): Language lesson

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I am happy with the way children responded to the Language Games provided. After initial instructions on how to play, children worked independently and enjoyed the activities. <i>Great resources</i> 😊
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- I am pleased that the children followed instructions and worked independently and in small groups. ✓ - I am also pleased that the children seemed to enjoy the activities. <i>Well done</i> - I am disappointed that the children occasionally children became overly competitive and some children found it difficult to take turns. - Due to the number of pieces in the games, tidying up took longer than expected.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will use Language Games again to practice skills and reinforce knowledge. - However, in the future I would utilize smaller sized groups to ensure all children can access the games effectively. - The games were new to the children and they need to practice working in a group without constant supervision
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- The solutions are to keep practicing games and allow children to experience a range of activities. I will reinforce the rules and ensure that the same children are not using the same games over and over. - Next, I will create similar activities for different areas of learning, such as mathematics and topic. - I will also acknowledge how long it takes to tidy up and incorporate this into my lesson plans.
Y profiad newydd / Transformed experience	

EH Jardine

I think this area is where most progress has been made over the last few weeks. You have created aspects of learning within the continuous and enhance environment of foundation Phase . You have used these areas and activities to encourage and support independent learning. Your confidence has certainly grown over this short time and you are now managing the whole class effectively using different approaches to motivate and stimulate the children. In the beginning you were worried about controlling the children during carpet sessions so developed a strategy of children gaining golden pebbles as a reward. You have also used house points and badges to support classroom management. All these strategies have been effective in developing your classroom management. You have created a comfortable and safe leaning environment. All pupils have been challenged and been given the opportunity to be fully inclusive through differentiated questioning and activities. You have also made good use of the classroom teaching support staff and guided them effectively to complete a range of tasks.

Part 2: Progress Review

a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

Abigail has made excellent progress across this practice and has constantly questioned her actions and asked for advice which she has then acted upon. Abigail regulates her own progress including target setting for improvement and training needs.

b) Comment on quality of trainee's reflection for ensuring progress

Abigail has made honest comments in her weekly reflections and is some times her own harshest critic. She will always seek advice and endeavours to act upon all advice given. Abigail is always striving to improve her abilities as a class teacher and include all suggestions given to inform future planning.

Overall quality of PTE file

Excellent

Please comment on:

planning, evaluation, evidence of pupil assessment and tracking, personal literacy, organisation, presentation

Excellent Abigail's file is excellent and full of examples of resources she has made to support her teaching practice. Her planning is detailed and her personal literacy of a high standard. She is well organised and always well prepared for the delivery of each lesson.

Number of half day sessions absent from this placement to date

0.0

Appendix D

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 13/12/16

Digwyddiad critigol (Ffocws)/Critical incident (focus): English – Christmas around the World
(Whole class)

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	This was a positive experience. The children worked well as individuals and enjoyed writing about something that interested them. I am pleased that I had the opportunity to teach cross-curricular sessions that developed a number of different skills.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- It was worth the extra effort to make the Christmas cards for the children addressed to the school as they were really captivated by it. - The children put a lot of effort into their writing as they believed that the cards were being sent to real people. - This lesson had a lot of cross-curricular elements, including English, Geography and PSE. - These activities could not be carried out in one lesson and I would have liked to have had more time to spend on some elements, such as talking about Christmas traditions and addressing envelopes.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will plan more lessons with this element of realism and role-play to ensure children's engagement in the learning. - I will continue to create resources such as word mats and sentence starters as this helped the children to work independently. - I think the most disappointing element was due to timing, however this is the nature of placement.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- I would start this topic earlier and include a range of subjects such as RE and history. - The children could also compare their Christmas with that of another child in the class to gain an understanding of different traditions here in Wales and bringing an element of YCC to the topic.
Y profiad newydd / Transformed experience	

Appendix E

"What was the cause of the most important disappointing element?"	this type of problem solving task. I feel their problem solving skills will progress over time. (Did you model this?)
Casgliadau a chmau gweithredu/ Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	• I will spend more time developing the thinking skills required for problem solving, encouraging the children to look at problems creatively. It will be important to encourage the children to read the questions carefully and to understand what is being asked. The children's mathematical skills are well developed; therefore, I will spend more time developing critical thinking. • I will set activities that will improve critical thinking and numerical reasoning and not focus so much on difficult mathematical elements. Yes! You could try giving the children cut up questions where one child has one part and one has the other so they have to work together to solve the
Y profiad newydd / Transformed experience	

problem.

Appendix F

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 30/11/16

Digwyddiad critigol (Ffocws)/Critical incident (focus): Art and Design session (Christmas card Y5)

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	Overall, the experience was positive. I am pleased that the children have created cards to take home with them however, there are some areas of my planning that need further development.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The children enjoyed creating their cards. Fine motor skills were promoted in the lesson. <i>Good</i> - The lesson was <i>very teacher-led</i>. This meant that there were times in the lesson when some children were waiting for others before they could move forward. <i>Encourage them to add their own ideas/design</i>
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will continue to work with small groups for art and design to ensure that the children get the support they require. - The <i>cards were too similar</i> and did not allow the children to express themselves enough. There were elements to personalize the card (e.g. choosing the hair/dress colour), however <i>more could have been done</i>.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- I should have let the children have more freedom with the cards and encouraged them to be more creative. <i>Good</i> - Next I will plan an element of the cards that will make them more personal e.g. the greeting or the addition of a Christmas illustration.
Y profiad newydd / Transformed experience	

h h h h

Appendix G

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 22/03/17

Digwyddiad critigol (Ffocws)/Critical incident (focus): Mother's Day Cards

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I am pleased with the Mother's Day cards. The children enjoyed the elements of creating them and Mrs. Williams has been helpful. The children responded well to the Mother's Day PowerPoint. ✓
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The children were able to discuss Mother's Day and the importance of appreciating and valuing family members. They acknowledged what their mothers do for them and suggested gifts that can be given for the celebration – breakfast in bed, flowers, cleaning. - The children enjoyed the creative elements and were enthusiastic about the potato printing, cutting and assembling. ✓ - The one-to-one support given allowed the children to create the best cards possible. - I am slightly disappointed with the individuality of the cards. The children had a choice between a pot or a tea cup and completed the printing and cutting with little support however, I feel the children could have had more of an input into the design.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will consider the children's circumstances and feelings when planning and carrying out a PSE lesson. - I will continue to plan creative lessons which involve activities such as cutting, gluing, drawing and printing to develop fine motor skills. - The activity could have included more choice for the children to develop their creativity.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- As a solution, creative development lessons could include a planning element where the children design their own cards and the ideas could be accumulated as a class to create a card. - Next I will carry out a handwriting lesson during which the children will consider the poem on the cards, making a link to literacy development. <i>The cards were very effective. Well done Elyse.</i>
Y profiad newydd / Transformed experience	

Appendix H

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 17/3/17

Digwyddiad critigol (Ffocws)/Critical incident (focus): Welsh lesson

Profiad/ Experience	
Teimladau/ Feelings "What are your feelings regarding the experience?"	I have mixed feelings regarding this lesson. Some elements were positive however, I feel I need further development in others.
Cofio a Deall/ Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	• The children were able to activate prior knowledge of Welsh vocab. eg wedi klino. • The children were engaged with the introduction of a Tedi Twt story. • They accessed the table resources and overall met the L.O. • I feel that I require more training on teaching Wsh in FPh.
Gwerthuso a dadansoddi/ Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	• I will draw on what the children already know to reinforce the learning. • I will use visual table resources to help the children to become independent. • I will use more oracy, repetition and chanting to support the learning.
Casgliadau a chamau gweithredu/ Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	• Use more songs and rhymes in Welsh lessons to engage and involve the learners. <i>I am sure you will extend your knowledge of poems in time.. ☺</i> • I will continue to include incidental Welsh in my lessons to gain confidence. • Next I will read Tedi Twt as y Ffurf to the class again a few times over the next week.
Y profiad newydd / Transformed experience	

El Ffurfhe

Classroom management has been an area that Abi has had a few very minor problems with. Certain children see her as not being the class teacher, therefore they tend to show off and try to disrupt her lessons. After a very strong word with the children concerned, and Abi adopting a far more commanding persona in the classroom this has practically been eliminated. She is continually trying out different strategies to improve the overall management and is most definitely succeeding. Her questioning skills have improved greatly and she now realizes the importance of trying to nurture and coax the answers out of the quieter members of the class. Due to the excitement of Christmas some children have tended to be over sensitive and this has led to a few upsets, but Abi with her calm and gentle nature quickly placates the situation. I'm sure that before the end of this placement Abi will be awarded an excellent in this category as she has almost achieved it now. I do believe that deep down Abi would say herself that there are a few very minor adjustments that she needs to make before she achieves this. A target would be to take over the whole class and not wait for me to intervene, to give the children the appearance that she is very much in control. She needs to use a more authoritative voice to do this - it doesn't have to be a louder one but this would most certainly help.

Part 2: Progress Review

a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

I would say that Abi is excellent at evaluating her progress. Before even discussing how certain elements of the lesson have gone with myself, she quickly identifies areas that could have been improved. She now uses far more AFL strategies in her lessons and appreciated their importance and inclusion. She actively works upon her targets and continues to reinforce and gain confidence in excellent aspect of her work.

b) Comment on quality of trainee's reflection for ensuring progress

She continues to be very reflective and thorough. All future planning is linked to her evaluations.

Overall quality of PTE file

Excellent

Please comment on:

planning, evaluation, evidence of pupil assessment and tracking, personal literacy, organisation, presentation

I have always been very impressed with her file. It is most definitely a working document. She always has it with her, it is current and updated regularly. It is extremely organised and she always tries to keep abreast of all the things she needs to be doing.

Number of half day sessions absent from this placement to date

0.0

Appendix J

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid') Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 28/11/16

Digwyddiad critigol (Ffocws)/Critical incident (focus): Language lesson – writing a TV report script (groups)

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I feel very disheartened following this experience. I am disappointed with most elements of the lesson, specifically the planning. <i>You shouldn't be - you are a 2nd year student - it will all fall into place.</i>
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- Most of the children could draw on their prior knowledge of the Christmas Story. The children also had an understanding of news reports from the work the week before. - I did not scaffold the learning enough and I did not demonstrate to the children what I was looking for. - I had unrealistic expectations of what the children would produce. - The groups were far too large for the children to work in, this led to some children becoming upset and others not incorporating anything to the work.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	- I will group the children in mixed ability groups in the future so they can help each other, discuss ideas and work with children they don't normally work with. - The cause of the most disappointing element was the lack of scaffolding and frameworks provided for the children. - The children should have been organised into pairs instead of large groups. <i>But your next lesson was good.</i>
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	- The possible solutions are to provide writing frames and clear success criteria for the children. The children will also work more effectively in pairs. - I will use this lesson as a learning experience and prepare another lesson to revisit script writing. The lesson will break it down and providing clear templates for the children. We will watch some videos of real TV news reports for the children to gain further understanding of the structure of TV reports.
Y profiad newydd / Transformed experience	

Well done
H. J.

Appendix K

Action Plan

Name of Trainee: [REDACTED]

Name of School: Blaengwrach Primary School

Date: 02/12/16

Year Group: 4/5

Priorities (what I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success criteria (How will I know?)
My next step is to use more Assessment for Learning in all elements of lesson. The children will benefit from support throughout the lesson.	I will achieve this by: - Using AFL in the introduction, main activities and plenary of the lesson. - Thumb tool - Traffic light fan - Colour code work - No hands up questions • Stop the children and ask some to share their work with the class. • Marking - 2 stars and a wish. Ask the children to make corrections in blue pen.	By tomorrow <u>In the next few days</u> Within a week By close of this SBE Before the next SBE	I will know I have been successful if: • The children are more involved in their own learning and are aware of their next steps. • I will be aware of the children who are struggling and give them more support.

Signed by Trainee: acoddyMentor: A. V. Ault Tutor: _____

Appendix L

Action Plan

Name of Trainee: [REDACTED]

Name of School: Blaengwrach Primary School

Date: 18/1/16

Year Group: 4/5

Priorities (What I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success Criteria
My next steps are to further develop classroom management skills, establish clear rules for classroom discipline and to manage learners' behaviour constructively.	I will achieve this by: • Not raising my voice too often, try talking to the children and ask them why they are behaving in that way. • Stop speaking and wait for silence before continuing rather than trying to talk over the children. • Use non-verbal communication – clapping or raise one hand in the air. • Address behaviour straight away before allowing it to develop. • Try to prevent challenging behaviour by ensuring the children are engaged in the lesson. • Praising good behaviour and children who are on task. • Set clear consequences for challenging behaviour and stick to them referring to behaviour policy. <i>Try a few!</i>	By tomorrow <u>In the next few days</u> Within a week By close of this SBE Before the next SBE	I will know I have achieved this target if: • The children are all on task. • Minimum classroom disruption e.g., low-level disruption. • Maintain the children's engagement and attention when addressing the class. • Children familiar with and adhere to classroom rules and realise the consequences of actions. • I expect to see an increase in my confidence. • Develop mutually respectful relationships with the children.

Signed by Trainee: *ACDally*Mentor: *[Signature]*

Tutor: _____

- Comments and Evidence
- Targets for improvement and suggested ways forward

You show an excellent level of engagement and an ability to have professional learning discussions at a high level, beyond the expectations for a trainee. Your reflections demonstrate a clear ability to analyse your practice and to understand the impact of your work on the learners. You are able to identify targets that you want to meet and are eager to accept advice to get to the best that you can be. The atmosphere in your learning environment is very positive as the team approach, you, your teacher and the TA, works very well. With the pupils you are able to nurture them and cater for their individual needs. Target; Look to engage in extra curricular activities in the school, either something that exists already, or something of your own.

S2: Knowledge and Understanding

Good

- Comments and Evidence
- Targets for improvement and suggested ways forward

Very good. You show very good ability to use your own subject knowledge to motivate the learners. You acknowledge that you are learning but your personal research is extensive and had led you to produce some excellent resources that are used in the class. You have a very good understanding of effective learning and teaching approaches that offer breadth and diversity of provision. Your ICT skills are very good and enhances the learning experience for pupils. You show an exceptional understanding of what can affect pupils learning. Target: Continue to develop your expertise across a wider range of topics

S3.1: Teaching: Planning, Expectations and Targets

Good

- Comments and Evidence
- Targets for improvement and suggested ways forward

Very good. There is clear evidence of the integration of the LNF. Your introduction with the animal habitats on the whiteboard and pupils having to guess who lived in which home was a very good use of ICT and the pupils enjoyed getting to reveal which animal it was. Your approach to learning is effective. You have a very clear awareness that learning objectives focus on what the children will learn rather than what they will do. You are very conscientious and show ability to plan independently for a range of effective learning opportunities. You have a secure understanding of the impact of setting high expectations for pupils and planning with these as the intended outcome. Target: Try to plan for an outdoors activity or trip

S3.2: Teaching: Monitoring and Assessment

Good

- Comments and Evidence
- Targets for improvement and suggested ways forward

Today's lesson clearly demonstrated to me that Abi has taken on board all the advice given to her. It was so pleasing to witness all her hard work and effort coming to fruition. She clearly has acted upon and developed many techniques to improve her practice and has now developed an excellent relationship with the children. She is very clear as regards what she expects them to do and sets them challenges that are realistic and manageable. She has a very good relationship with the support staff - Miss N Phillips, and uses her appropriately and constructively throughout the lesson. Abi is most definitely a team player and has shown herself to be very adaptable and flexible. Recent Christmas demands have meant that normal everyday routines can completely disappear and planned teaching sessions have to be quickly changed or re-scheduled. Abi not only falls into anything that is going on but sees things to do in and around the classroom, but actively supports myself and the children. She recognizes that not all the children in the class have the same levels of nurture and support at home and makes sure that the needy children are cared for and have all they require for dress rehearsals etc. I've been very impressed by her caring nature and this will certainly help her become a very good teacher in the future.

S2: Knowledge and Understanding

Excellent

- Comments and Evidence
- Targets for improvement and suggested ways forward

Abi has an excellent understanding of how children learn and develop. Today's lesson was really meaningful to the children and they engaged with her immediately. She understood that a good starting point is always to recap on what the children already know and understand. This enabled her to eliminate any misconceptions and errors. Her questioning was excellent and it was so pleasing to see her focus on the children who tend to switch off a little. She has a very patient manner and is seen to value everyone's answers. She uses praise and encouragement throughout the lesson and has now introduced AfL fans to help her ascertain whether or not the children fully understand the learning objective. Although the children were not required to carry out any of the activities on the class computers or Yogas today, she did use the interactive white board to introduce the session. This may be a target for Abi in future lessons where she could get children to explain their answers using Explain it in J2E. She is however, very competent with all areas of ICT. It is clear that she understands that by getting a child to explain how they worked out the problem assist others and provides them with strategies that they can use in the future.

S3.1: Teaching: Planning, Expectations and Targets

Excellent

- Comments and Evidence
- Targets for improvement and suggested ways forward

- Comments and Evidence
- Targets for improvement and suggested ways forward

Very good Today you demonstrated some very effective assessment to enhance the pupil learning experience. Your file is very high quality and you show excellent recognition of the link between evaluation and future planning. You have a very good awareness of your own progress and are able to identify your next steps. Percy's Hut is a very innovative display within the classroom and stimulates learning. The pupils loved dressing up and playing with the animals. You were very good at involving the pupils in their own learning and you respond sensitively and meaningfully to their work, setting targets for their next steps. You are gathering a meaningful set of records as an excellent basis for further planning and teaching. Target: Continue to develop your range of assessment for learning strategies.

S3.3: Teaching: Teaching and Class Management

Excellent

- Comments and Evidence
- Targets for improvement and suggested ways forward

Your introduction was superb. You showed great flair in how you recapped on the woodland animals and their homes. The atmosphere created was stimulating and purposeful. You have a quietly confident and well developed approach to behaviour management. You are very vigilant, and distract pupils from fidgeting by asking them questions as if you had not noticed that they were off task. There was excellent organisation and utilisation of what is quite a small space for all the areas of the foundation phase. You had created and organised a very good range of activities that stimulate and challenge the pupils. All pupils were busy. You work effectively with your team and provide clear instructions for your TA to work with groups of pupils. The hedgehogs that they made with her were very creative. You have a clear ability to challenge all pupils at the appropriate level with differentiated activities and questions. There is excellent development of the LNF skill. You have also produced some very good learning resources that keep pupils stimulated when there are odd slots of time to occupy. Target: continue to develop your repertoire

Part 2: Progress Review

- a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

Excellent . You regulate your own progress including setting personal targets for improvement and training needs.

- b) Comment on quality of trainee's reflection for ensuring progress

Excellent future planning is clearly linked to evaluation,